

LIS Defined: Instructional Examples & Glossary

GRADES
9-12



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On October 7, 2021, the North Carolina State Board of Education approved the Literacy Instruction Standards (LIS) as outlined in Section V of SB 387: Excellent Public Schools Act of 2021. The LIS serve as a framework for the development and alignment of curriculum and instruction for all public schools. These standards are defined as a level of quality and equity to be used consistently within core literacy instruction statewide.

While the NC Standard Course of Study (NCSCOS) sets student expectations, the LIS and their associated instructional practices set expectations for teaching literacy. The [Grades 9-12 LIS](#) are anchored by 8 components: 1) Reading Materials, 2) Academic Language & Vocabulary, 3) Comprehension: Discussion & Writing, 4) Comprehension: Strategy Instruction, 5) Comprehension: Knowledge Building, 6) Writing, 7) Observation & Assessment, and 8) Engagement. Grounded in these 8 components of literacy instruction, the LIS can be used to ensure that all 9-12 teachers across North Carolina have a common understanding and delivery of literacy instruction.

This document outlines the 9-12 LIS (2021) in a format that includes an instructional example of what each LIS may look like in practice. The LIS appear in the left column with glossary terms in bold. The middle column contains an instructional example of the LIS. The right column is the glossary. The purpose of this document is to provide instructional examples that incorporate practices from each LIS for grades 9-12.

The instructional examples are not intended to be the curriculum, nor do they indicate the whole of a curriculum to be written by a Public School Unit (PSU). The instructional examples do not include all of the LIS practices listed for each LIS and do not serve as the only method for addressing the LIS. The examples and glossary terms in this document are intended to assist in the planning of local curriculum and classroom instruction. Educators should use their professional judgment when developing curriculum and instruction that utilize the LIS and their accompanying practices and when adapting and aligning the instructional examples for their content area's Standard Course of Study (NCSCOS). *Please note:* While the LIS have been developed by grade bands, they should be used in tandem with appropriate grade-level texts of increasing complexity in order for students to fully meet the demands of the NCSCOS.

The LIS will be fully implemented in all districts beginning in the 2024-2025 school year.

Literacy Instruction Standard	Instructional Example	Glossary
Reading Materials		
<p>Intentional opportunities and instructional support for students to access, read, and interpret a variety of types and modes of text</p>	<p>The teacher asks students to complete an anticipation guide, activating what they already know about a specific topic and building interest.</p> <p>Students then select one text from a curated multi-modal set for independent reading and complete a double-entry journal, capturing key quotations in one column and their thoughts/takeaways in the other. Utilizing the jigsaw protocol, students use their notes to discuss major points from their reading with their peers who read the same text, forming an expert group and building their comprehension.</p> <p>To collaborate with and educate their peers, students leave their expert group to join a new mixed jigsaw group for further discussion, synthesizing across texts to gain new understandings from their classmates about the topic as a whole.</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Instructional Support: a system of temporary scaffolds that ensure that all students can meet high expectations and rigorous standards as they work towards independence</p> <p>Access: ability to obtain, examine, retrieve, or make use of</p> <p>Interpret: to explain or tell the meaning of; present in understandable terms</p> <p>Types of Text: a particular genre or subgenre</p> <p>Modes of Text/Text: forms of communication that we read, view, and listen to and that we create in order to share meaning; many texts are multi-modal, integrating images, written words and/or sound</p>
Academic Language and Vocabulary		
<p>Intentional instructional opportunities for students to learn and use academic language skills, including discipline-specific vocabulary</p>	<p>The teacher provides students with a list of academic (Tier II) and discipline-specific (Tier III) vocabulary worthy of instruction at the beginning of a new unit of study. The teacher asks students to assess their current knowledge of these words using a vocabulary self-awareness chart where</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Academic Language: the oral and written language of school that is necessary for thinking about and communicating content within and across disciplines</p>

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	<p>students rate their individual level of comfort, provide a definition in their own words, and list an example. Over the course of their studies, the teacher asks students to return to their charts to revise their definitions and examples as needed till mastery is achieved.</p> <p>As students build knowledge of key concepts across the unit, the teacher uses a variety of strategies to ensure students are explicitly engaging with the specific vocabulary they have the least comfort with, incorporating them into classroom discourse. Some examples of strategies may include having students complete Frayer models, writing collaborative scripts containing key terms used in context, and/or completing shades of meaning charts using synonyms organized by connotation.</p>	<p>Discipline-Specific Vocabulary: the specialized language around a particular topic needed to successfully comprehend material within a specific discipline (Tier III)</p>
Comprehension: Discussion and Writing		
<p>Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within disciplines</p>	<p>Throughout a unit of study, the teacher creates opportunities for students to lead and contribute to a collaborative discussion (e.g., small-group, whole-group, and teacher-led) with peers. The teacher also asks students to capture and express their understanding in writing before, during, and after the discussion</p> <p>To help students process the text they just read, the teacher provides close reading and processing questions that students</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Construct Meaning: making sense of a text by connecting one’s own knowledge and experiences</p> <p>Higher-Order: level of thinking that includes 'transfer' of knowledge to new contexts, 'critical thinking' and 'problem solving'; may include Bloom’s Revised Taxonomy, Depth of Knowledge, ACTFL, etc.</p>

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	<p>discuss in collaborative groups while recording their answers. Once students have captured their responses, the teacher facilitates a whole-class discussion, asking students to reference the text, build on others' ideas, summarize points of agreement and disagreement, and justify their own views. Once consensus has been achieved and misunderstandings addressed, students revise their written answers as needed.</p>	
Comprehension: Strategy Instruction		
<p>Explicit comprehension strategy instruction, including text structure and metacognitive strategies, both general and discipline-specific</p>	<p>Before reading a primary source text, the teacher introduces the APPARTS strategy by introducing each part of the acronym and provides students with a graphic organizer where they can capture their thinking for each: Author: What do you know about the author that would affect the reliability of the document? Are you aware of any bias the author might possess? Place & time: When and where was the source produced, and how might this affect the meaning of the document? If not given, are there clues as to the time and place of origin? Prior knowledge: Based on the author and time and place of the source, what additional knowledge do you possess of this document's context? Audience: Who was the source created for, and how might this affect the reliability of the document? Reason: Why was this document produced at the time and place it was? The main idea: What is the point the</p>	<p>Explicit Instruction: a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery</p> <p>Comprehension Strategies: instructional techniques, routines, and procedures that help readers make sense of texts and strengthen the cognitive skills involved in reading comprehension, including summarization, prediction, inferring word meanings from context, etc.</p> <p>Text Structure: different ways of organizing the information in texts depending on their purpose. Common text structures include compare-contrast, problem-solution, cause-effect, time</p>

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	<p>document is trying to make? Significance: How and why does this document support a historical claim you are making?</p> <p>To model primary source analysis for students, the teacher follows direct explanation of the strategy by modeling a think-aloud of the first passage in the text and annotating for an appropriate letter in the acronym; students then proceed to practice the strategy in groups and individually with subsequent paragraphs in the primary source.</p>	<p>sequence (timeline), description, chronology, and story structure</p> <p>Metacognitive (n. Metacognition): knowledge of self, task, and genre. Also, awareness and knowledge of one's mental processes that allows one to monitor, regulate, and direct self to a desired end</p>
Comprehension: Knowledge-Building		
<p>Intentional and ongoing instructional opportunities for students to build and connect knowledge to support their understanding of ideas within and across text</p>	<p>Prior to beginning a new unit of study, the teacher constructs a multi-modal text set that will enable students to build knowledge about the topic/concepts being explored.</p> <p>Before reading the text set, the teacher asks students to complete an alphabet brainstorm to activate and connect their prior knowledge. The teacher asks students to think about everything they know about the unit topic, filling in their brainstorming grid which has a cell for each letter of the alphabet. The teacher allows for student sharing to further build their collective knowledge, then introduces the text set and purpose for reading.</p> <p>After reading, the teacher instructs students to complete a 3-2-1 protocol, where students are asked to write: 3 new things</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Build/Connect Knowledge: activating and connecting to what students already know and expanding upon it with new content and concepts; types of knowledge used in cognitive processes include factual, conceptual, procedural, and metacognitive</p>

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	<p>they learned, 2 questions they have from the text set, and 1 key term from their reading. The teacher asks students to compare their notes with a partner. The teacher brings the whole class together for discussion to address new understandings and questions.</p>	
Writing		
<p>Explicit writing instruction that includes writing processes and meaningful writing opportunities for students to apply and practice strategies</p>	<p>At the beginning of a new unit of study, the teacher informs students they will be reading multiple informational texts on a given topic and conducting a lab to collect their own experimental data. The teacher informs students that as their final assessment, they will be writing an explanatory report that summarizes the current research in the field and shares their own data and conclusions.</p> <p>To support students' writing within the science discipline, the teacher leads them in analyzing a model report asking them to pick out key characteristics. The teacher points out that scientific writing uses precise and concise wording, employs technical and academic language, frequently requires references to background knowledge, and provides documentation of research/data to answer the presented question.</p> <p>To scaffold students within the drafting process, the teacher offers them an outline structure for their paragraphs: problem-data-solution. To help students connect their data</p>	<p>Explicit Instruction: a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery</p> <p>Writing Process: prewriting, drafting, revising/editing, publishing</p> <p>Meaningful: having a purpose or significance; authentic and relevant</p>

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	to concluding ideas, the teacher also guides them in creating sentence starters that mimic techniques from their model text to incorporate into their own writing.	
Observation and Assessment		
<p>Ongoing observation and assessment of students' language and literacy skills to design responsive instruction</p>	<p>As a review at the end of a lesson on a new mathematical concept, the teacher uses response cards (dry erase boards, poster paper, etc.) to allow students to collaboratively solve problems and then simultaneously share and defend their conclusions.</p> <p>The teacher distributes white boards to pairs of students and asks the class to solve a given problem; this promotes academic discourse between students that the teacher can listen in on as they solve. The teacher walks around the room as students collaborate, asking different types of questions to check for understanding as needed (e.g., elaborative, clarifying, inventive, divergent, heuristic, etc.).</p> <p>After the allotted time has passed, the teacher asks the students to share their answers in unison. The teacher then allows specific groups of students to explain their logic. Depending on the level of understanding, the teacher can decide to move forward, review further as a whole class, or note groups of students who may need more targeted support.</p>	<p>Ongoing Observation and Assessment: a combination of formal and informal techniques teachers use continuously to frequently evaluate students, so instruction can be adjusted to help them reach targeted achievement goals</p> <p>Responsive Instruction: making teaching decisions based on students' performance to directly shape how future instruction is provided</p>

Literacy Instruction Standard	Instructional Example	Glossary
Engagement		
<p>Intentional efforts to foster literacy engagement as students learn and use reading, writing, and oral language within content-area instruction</p>	<p>At key points in a unit of study, the teacher uses a four corners strategy to get students to reflect on their views/beliefs and discuss them with classmates who have different perspectives than theirs.</p> <p>After reading an excerpt from a text and posing a question about it, the teacher asks students to gather in small groups in corners of the room with peers who have similar reactions/responses to their own. The teacher instructs students to discuss their thoughts and feelings in these like-minded groups, then reshuffles the groups so students can repeat the process with peers who had initially selected differing corners.</p> <p>After letting students discuss their thoughts with these mixed groups, the teacher asks the students to either 1. return to their initial corner or 2. select a new corner based on their conversations. Once there, the teacher asks the class about any changes in perspective they may have experienced.</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Engagement: the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of desire they have to learn and progress in their education; includes intellectual, emotional, behavioral, physical, social, cultural engagement</p> <p>Content-Area Instruction: development of the ability to read, write, and comprehend information in and across content areas</p>

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